



2019-2020 P-TECH and ICIA Planning Grant

COMPETITIVE GRANT Application Due 5:00 p.m. CT, Thursday, December 13, 2018

NOGA ID

Authorizing legislation **GAA, Article III, Rider 67, 85th TX Leg, Regular Session, 2017, and TEC §§29.551-29.556 and §29.908**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Grant period from **March 1, 2019 - August 31, 2020**

☒ Pre-award costs are not permitted.

Application stamp-in date and time

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Required Attachments

Attachment 1: Documentation of Collaboration

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **Victoria** CDN **235-902** Vendor ID **746002453** ESC **3** DUNS **069468114**

Address **102 Profit Drive** City **Victoria** ZIP **77901** Phone **361-576-3131**

Primary Contact **Dr. Susanne Carroll** Email **susanne.carroll@visd.net** Phone **361-788-2896**

Secondary Contact **Mr. Jason Levin** Email **jason.levin@visd.net** Phone **361-788-9335**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Dr. Quintin Shepherd** Title **Superintendent of Schools**

Email **quintin.shepherd@visd.net** Phone **361-788-9202**

Signature  Date **12/12/2018**

Grant Writer Name **Dr. Susanne Carroll** Signature  Date **12/12/2018**

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is **not** an employee of the applicant organization.

Shared Services Arrangements

☒ SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Raise graduation rate to meet or exceed the state average (95.8%) for high school students particularly for Hispanic (91.1%) , African American (91.5%), and economically disadvantaged population (89%).	Develop and implement a PTECH high school in collaboration with Victoria College and Golden Crescent Workforce Development Board to address learning needs of students in their service area by including authentic learning experiences while also addressing the local workforce needs in industry and health career certifications.
Increase the number of African American, Hispanic and Economically Disadvantaged high school students receiving an industry certification or associates degree.	Plan and develop marketing materials focused on identified populations that would benefit from attending the PTECH high school experience. Identify and recruit students to attend the PTECH school. Provide strong counseling and mentor programs supporting the needs of the at-risk student populations.
Create a workforce pipeline to fill an aging population in an underemployed community.	Provide students with a smooth transitional experience to postsecondary and the workforce by addressing the Golden Crescent area workforce needs. Curriculum and work-based learning experiences will be developed in collaboration with support from the industry and healthcare pathways.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Increase the number of Hispanic, Economically Disadvantaged, and African American students graduating with either an industry certification or an Associates degree supporting the needs of the workforce in our community by the year 2026.

Provide every student attending VISD PTECH Academy with a continuum of relevant, real-world, authentic learning experience that connects to classroom learning and provides meaningful career exposure as indicated in the curriculum.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Advisory Committee development, commitment and exploration.
 Industry leaders are identified to serve and assist in developing the curriculum support needs.
 Identification of committee members. Develop an implementation plan and timeline for project completion.
 Establish a leadership team of executive level decision makers of the VISD, Victoria College, Golden Crescent Workforce
 Development Board and industry that will be able to make important decisions related to school design.
 Assign actionable tasks to accomplish for timely planning of opening the PTECH school
 Create an enrollment and recruitment plan for staff and for students
 Conduct site visits to successful PTECH schools
 Establish an Innovation and Career Pathways Taskforce

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Identify funding sources for both school operations and college level courses.
 Identify and train teachers
 Identify site location for campus
 Develop articulation agreements with IHE and Workforce partners.
 Develop MOU's with Industry partners
 Identify courses of study aligned with Healthcare and Manufacturing /petro-chemical pathways.
 Sequence courses by grade level and finalize curriculum development
 Identify campus leader
 Develop a marketing plan supporting recruitment of teachers and students

Third-Quarter Benchmark

Use task force data to guide development and implementation of PTECH academy
 Secure funding sources for both school operations and college level courses
 Identify and train teachers
 Secure site location for campus
 Confirm agreements with IHE and Workforce partners.
 Secure MOU's with Industry partners
 Identify courses of study aligned with Healthcare and Manufacturing /petro-chemical pathways
 Finalize curriculum development
 Board approval of campus leader
 Develop a marketing plan supporting recruitment of teachers and students

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

PTECH Advisory Board will need to work consistently to evaluate and monitor program support to meet the needs of students, teachers and the community. An ongoing advisory meeting structure will be in place to monitor data and student success. This Advisory committee will implement changes as determined by program evaluation and ongoing monitoring of progress of the school implementation.

The PTECH Advisory Board including an identified campus leader will evaluate progress for PTECH start up as part of the ongoing weekly meetings. Once the campus is open the Advisory Board will meet monthly to track and monitor progress of identified campus needs and student academic and program success. Both quantitative and qualitative feedback will be important to the ongoing monitoring. The Advisory Committee will use formative or summative academic, post-secondary success, and workforce data to make decisions for program modifications and adjustments that best meet the future needs of students, staff, community and local work force.

Furthermore, we will capitalize on our partnership with Golden Crescent Development Board, which is also the local Communities in Schools affiliate, to continuously monitor both Texas Workforce Commission (TWC) and Texas Education Agency (TEA), accessing each respective agency's database to routinely monitor outcomes and adjust our implementation model accordingly when necessary. A main objective of the PTECH high school is to maximize existing relationships between education, workforce, and industry partners to strategically align their collective resources to equip youth with the fundamental skills to succeed in education, their future employment, and provide them with opportunities to become engaged members of their communities. We believe that this tri-agency approach will lead to the initiatives' self-sustainability.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your assurance.

- Program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds; state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds; program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Applicant agrees to track and report all Performance Measures defined in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines and shall provide TEA any performance data necessary to assess the success of the school.
- Grantee will develop a P-TECH and ICIA Implementation Plan, based on the P-TECH and ICIA Blueprint and in the
- ☒ template format to be provided by TEA, which will be submitted to TEA for review and approval prior to applying for the 2019 -2020 P-TECH and ICIA designation.

THE FOLLOWING ASSURANCES ARE REQUIRED BY STATUTE:

- ☒ P-TECH and ICIA schools will provide participating students with flexibility in class scheduling and academic mentoring.
- The P-TECH and ICIA school will be open enrollment. Enrollment decisions will not be based on state assessment scores, discipline, history, teacher recommendations, minimum grade point average (GPA) or any other criteria that create barriers for student enrollment.
- ☒ The P-TECH and ICIA schools will allow participating students to complete high school and, on or before the sixth anniversary of the date of the student's first day of high school: receive a high school diploma, an associate degree, a two-year postsecondary certificate, or industry certification; and complete work-based education through an internship, apprenticeship, or other job training program
- ☒ P-TECH and ICIA programs will be provided at no cost to participating students.
- ☒ P-TECH and ICIA schools will ensure that the students are entitled to the benefits of the Foundation School Program in proportion to the amount of time spent by the student on high school courses, in accordance with rules adopted by the commissioner, while completing the program/course of study established by the applicable IHE articulation agreement or Industry/Business Partner memorandum of understanding.

Statutory Requirements

1. Describe the recruitment and enrollment plan. Include a general timeline and describe the specific activities planned to serve the target population.

The proposed new campus has no criteria for grades, audition, interview, or discipline restrictions on enrollment, nor is there an essay requirement. All students who have an interest in the new PTECH High School pathways are eligible for enrollment regardless of the the student's home address. Enrollment at the PTECH HS would also be available to other more rural school districts in the Victoria County and within Victoria College's service area. District transfer enrollment opportunities would extend to all surrounding school district and be based on space availability. Students should have an interest in pursuing the career pathways charted for this campus upon its inception.

Spring 2019 - Advisory Committee meets weekly beginning in February to design and develop the high school. A campus leader will be identified and teacher recruitment and training will take place throughout the summer.

Fall/Winter 2019 - Teachers, counselors, and campus administrators will work with district administrators to identify students who would benefit from a P-TECH HS experience.

Spring 2020 - Communication specialist from VISD, Victoria College, Workforce Solutions will work collaboratively to provide marketing materials for this new campus and to targeted students and surrounding school districts. This would also involve multiple open house and information events for students and parents prior to the opening of the campus in 2020-21.

Late Spring/Summer 2020 - Campus Information sessions and open house opportunities.

Statutory Requirements (cont'd)

2. Describe the course of study that the school is planning to offer and how it expands upon current offerings. Include how the course of study will enable a student to combine high school courses and postsecondary courses and identify crosswalks, sequence of courses, degrees/certificates/certifications earned, and work-based education that will be available to students at every grade level. Describe how the selected course of study will address regional workforce needs.

The new Victoria ISD P-TECH school will provide for a program/course of study that enables a participating student in grade levels 9–12 to combine high school courses and postsecondary courses. Specific course of studies will be developed within the planning year as Victoria ISD, Victoria College and the Golden Crescent Workforce Agency work with local business and industry as well as surrounding school Superintendent's to determine the supporting pathways that builds upon the business and industry needs of the area. The course of study will enable a student to combine high school courses and postsecondary courses and identify crosswalks, sequence of courses, degrees/certificates/certifications earned, and work-based education that will be available to students at every grade level. Currently VISD offers 25 College Board Advanced Placement Courses, 13 Pre-AP at the high school level and 15 Pre-AP at the middle school level. Also available through a strong partnership with Victoria College, is the opportunity to participate in over 60 Dual Credit Courses. The expanded collaboration with Victoria College and Golden Crescent Workforce Agency will allow a more focused opportunity for students to seek post-secondary courses that lead them to associate degrees, certifications, and workforce training courses that will then lead to careers in a number of industry career clusters that address the growing needs of our local workforce.

To achieve maximum alignment between our Associates Degree/dual-credit offerings and industry acceptance and recognition of our work-based learning certifications, our P-TECH academy will rely upon the expertise of each program's Advisory Board. The composition of these respective Committee's will include key industry employers and business leaders associated with that particular course of study, as well as appropriate academic faculty from VISD, VC, and other partners, to shape the curriculum, and create cognitive work-based learning models, ensuring a cohesive, well-developed program of study. Furthermore, implementation of this industry-validated 'scope and sequence' delivery method, will result in successful, consistent alignment with VC coursework within the P-TECH framework.

Students' schedules will include a combination of individual and blocked class time to that there are multiple opportunities for extending integrated core and project-based learning opportunities. VISD and VC will work with local business and industry to develop appropriate course content aligned to state required curriculum that addresses the needs for future career opportunities. Along with this collaborative development of curriculum, industry leaders will work with staff to create project-based learning opportunities for students. These opportunities can be based at the campus or in the form of Internship opportunities. Project mentors and career counselors will be a critical component at the campus to support student learning. VISD and VC will work with the Victoria Business and Education Coalition to provide mentor support for the various career pathways.

Extensive teacher training will take place prior to the opening of the campus and ongoing as projects related to local business and industry develop. Local business and industry representatives will also serve as mentors to teachers so that they receive the support they need to appropriately teach students a blended learning (project based) curriculum to fulfill the grade level TEKS while giving students real world experiences in their industry-based field.

9th - 10th grade - A cohort of 100 students will be recruited to start the first 9th grade class and these students will transition as a cohort group for the new Victoria PTECH Academy. Student's will receive the core content courses with integration from real-world application. Manufacturing and Health Care industry leaders will work with teachers as they have externship experiences in the summer at the work sites. Industry leaders will also work with teachers to develop curriculum so that it represents an integrated approach. Guest speakers and job shadowing opportunities will occur supporting students pursuit of a particular career field.

11th - 12th grade - Students will transition to begin further exploration into particular career fields with on-site industry visits, job shadowing, and internships. Students will begin to build relationships with business and industry partners, take certification exams, and earn associate degree so that they are prepared to enter the workforce.

Statutory Requirements (Cont.)

3. Name the IHE and describe how the proposed program will meet the requirements for the partnership, as described on page 8 in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines.

VISD currently has a long-standing relationship with Victoria College and they have pledged their support in opening and sustaining a P-TECH campus. We endeavor to make a successful transition experience for our students that is virtually seamless. Dr. Hinds (Victoria College President) and Dr. Shepherd (VISD Superintendent) are committed to a vision whereupon a student will not be able to differentiate the transition from high school to college. Drs. Hinds and Shepherd are currently discussing shared work and learning spaces already existent within the community for which to house the program.

The collaborative partners will begin by mapping the alignment between our Associates Degree/dual-credit offerings and industry acceptance and recognition of our work-based learning certifications, our P-TECH academy will rely upon the expertise of each program's Advisory Board. The composition of these respective Committee's will include key industry employers and business leaders associated with that particular course of study, as well as appropriate academic faculty from VISD, VC, and other partners, to shape the curriculum, and create cognitive work-based learning models, ensuring a cohesive, well-developed program of study.

VISD, VC and Industry partners will ensure that not only is the curriculum alignment in place, but that all instructional materials meet the needs of the required curriculum. VISD already works with Victoria College to ensure alignment with the instructional calendar, programs/courses of study, student enrollment and attendance practices, grading periods and policies; and the administration of statewide assessments in its current dual enrollment practices and will continue with a great partnership.

4. Name the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership, as described on page 8 in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines.

The regional industry or business partner collaborating with VISD and Victoria College will include the Golden Crescent Workforce Development Agency. VISD and VC is deeply embedded with the Victoria Economic Development Council (VEDC), Victoria Business and Education Coalition (VBEC), Victoria Chamber of Commerce, Golden Crescent Workforce Development Board, Rotary and various civic groups. These alliances are tight but uncoordinated.

Our vision, as described above is to work in tandem with our business partners around the "Exposure, Experience and Pursuit" framework starting in elementary school and leading through community college to ensure we are creating a coherent pipeline for our students from Kindergarten through Grade 14. Industry partners are key to post-graduate workplace success. Currently, the Workforce Solutions staff have been in contact and have strong partnership commitments of administration from Dow Chemical Seadrift Operations (Mark Schroller), BHP Billiton, (Kevin Jacob), Citizen's Medical Center (Mike Olson), DeTar Healthcare Systems (Gary Malaer), and Inteplast (Alisha Koehl).

We do not want our business partners to just endorse or support our program, but we will be asking them to help lead the program by pointing us in the direction of future workforce needs. Business and industry partners will play a significant role in the establishment of the early college high school - during the planning and development year and throughout the students' course of study. They will help in the development of the curriculum, meet regularly with school officials to provide feedback and industry updates, provide teachers with externship opportunities to better equip them to bring real-world experiences into the classroom, serve as student mentors, partner with the school district to conduct student orientations, contribute to career explorations experiences and industry exposure.

Industry partners will commit to providing 100% of participating students access to appropriate work-based education at every grade level. The Golden Crescent Workforce Development Board will assist as a partner to help in addressing the regional workforce needs and the industry/business partners will give to a student who receives work-based training or education from the partner with a P-TECH and ICIA first priority in interviewing for any jobs for which the student is qualified that are available on the student's completion of the program.

TEA Program Requirements

1. Describe the current leadership team. Include a list of the individuals and their titles, along with how often the leadership team will meet, the dates of meetings that have already been held, any upcoming meetings, and agenda topics.

Victoria ISD Superintendent, Dr. Quintin Shepherd, conducted an online community thought exchange to gauge the needs, wants, and priorities of the Victoria community. One of the major themes throughout the 1,700 responses was a need to prepare students for the workforce after high school, especially to address the community's shortage of skilled labor occupations. In addition to the thought exchange responses Dr. Shepherd also participated in a "Learning and Listening" tour by visiting all VISD campuses, local clubs and organizations within the community, and business and industry organizations. This community feedback is driving the VISD's "Designing Our Future" plan to transform education for the students throughout the district. This plan is beginning with a task force called "Innovation and Student Learning Pathways."

The key leaders driving the development and continued planning for the PTECH high school campus includes: Dr. Quintin Shepherd, VISD Superintendent, Dr. Susanne Carroll, VISD Assistant Superintendent Curriculum and Instruction,

Mr. Jason Levin, VISD Director, Dr. David Hinds, President of Victoria College, Mr. Henry Guajardo, Executive Director Golden Crescent Workforce Development Board, Jennifer Yancey, Victoria College VP, Cindy Buchholz, Victoria College VP, and Mike Milson, Director of Business Services, Golden Crescent Workforce.

Three formal collaborative meetings occurred on October 31, 2018, November 13, 2018 and December 6, 2018 to discuss the PTECH application and priorities. A future planning date has been set for February 8, 2019 with a kick-off on the "Designing Our Future." Continuing conversations around the high school design and the new PTECH school will continue on a weekly basis throughout the Spring of 2019. The committee will expand its membership based on focused pathways and will set future meeting dates from Summer 2019 through Summer of 2020 as the details for opening a new campus are finalized. The narrowed Leadership Design Team including an identified campus principal will work to complete the P-TECH or ICIA Implementation Plan, prepare the campus to begin serving students in the P-TECH program for the 2020–2021 school year, and provide leadership to the campus.

2. Describe the current wrap-around strategies and services the campus is offering, as well as the additional strategies and services that are planned to support P-TECH.

As a result of our planned partnerships, we envision a holistic approach to student development, relying upon locally-tailored combinations of: Grant funds from local entities to increase degree attainment, address any locally identified gaps; support youth civic engagement; increase career education and awareness, and pre-employment and employ skill development in the design and implementation of our PTECH academy.

Keeping youth in school to attain their degree and preparing them for making informed decisions about their post-secondary options is paramount to a successful and thriving economic base, so we will constantly be exploring state and federal grant opportunities as well as private sector financial support. We realize that students are better prepared for entering the labor market if they have not only HS diploma, but also an industry-recognized credential which in turn can increase their overall earning potential. Likewise, employers are provided a better-educated workforce, thereby increasing their revenue-capacity, and productivity as well. Furthermore, with the HB 5 and TEA mandate that students are prepared to enter workforce or postsecondary education without remediation, there has never been more important time for strengthening the synergy between the Workforce and Education arenas, a primary objective of the P-TECH academy.

VISD and Victoria College will provide support through counseling services. VISD and VC currently share a College and Career counselor at each of the current high school campuses. This position will continue as a critical component at the new PTECH Academy to support students and assisting in closing achievement gaps, as well as college and career counseling, assisting with student mentorship, internship and job-shadowing opportunities and workforce placement.

Another goal of the program is sustainability planning and improving organizational and technical capacity to maintain the program beyond any TEA financial support.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Description of Activity or Cost	Amount Budgeted
Payroll Costs (6100)	
1. Subs for future campus teachers to attend training and work in planning curriculum	<input type="text" value="\$5,000"/>
2. Extra-duty for teacher and collaborative summer work when teachers are typically off contract	<input type="text" value="\$8,000"/>
3. <input type="text"/>	<input type="text"/>
4. <input type="text"/>	<input type="text"/>
5. <input type="text"/>	<input type="text"/>
Professional and Contracted Services (6200)	
6. Consultant Leadership Services	<input type="text" value="\$5,000"/>
7. <input type="text"/>	<input type="text"/>
8. <input type="text"/>	<input type="text"/>
9. <input type="text"/>	<input type="text"/>
10. <input type="text"/>	<input type="text"/>
Supplies and Materials (6300)	
11. Supplies and materials for meeting and design of new school.	<input type="text" value="\$15,000"/>
12. <input type="text"/>	<input type="text"/>
Other Operating Costs (6400)	
13. Travel related expenses for review of current PTECH schools and other model programs.	<input type="text" value="\$15,000"/>
14. <input type="text"/>	<input type="text"/>
15. <input type="text"/>	<input type="text"/>
Capital Outlay (6500)	
16. Equipment needs	<input type="text" value="\$2,000"/>
17. <input type="text"/>	<input type="text"/>
Total Direct Costs	<input type="text" value="50,000"/>
Total Indirect Costs	<input type="text"/>
TOTAL GRANT AWARD REQUESTED	<input type="text" value="50,000"/>
(Total Direct Costs + Total Indirect Costs)	